Transfer goals: Students will be able to independently use their learning to... self-advocate for change in areas of their dimensions of wellness.

Knowledge: Students will know...
How to access accurate and reliable information (.com, .gov, .org, .edu)
What self-advocacy is.
What type of evidence is necessary to advocate for change.
The barriers to advocating for change.
Use evidence to determine areas of change desired in their dimensions of wellness.
Why and how to identify a target audience.
Self-advocacy is done in private, public, and is an individual and collaborative effort.
Advocacy is based on a belief that there is a change someone wants to make within a dimension of their wellness (Academics, Bullying, Gender Identity, School Safety, Technology, Dress Code, Relationships, and School Lunches).

Skill: Students will be able to...
Show evidence of a clear health enhancing position.
Show awareness of audience.
Demonstrate passion and conviction.
Define self-advocacy.
Determine if information is accurate and reliable.
Determine the target audience and message of advocacy campaigns (Truth commercials, ASPCA, Got Milk).
Develop a plan for change.
Advocate for change in one dimension of their wellness.

Essential questions: Students will keep considering...
What is my role in advocating for change for my community or myself?
How can I influence others to support me in advocating for change?

Understandings: Students will understand that...
When empowered they possess the courage, voice and ability to make changes for self and others.

Performance Task: Students choose a relevant topic and use valid and reliable resources to create a presentation (infographic, cartoon, letter, flipgrid, script and google presentation etc.) self-advocating for change.